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ABSTRACT

The publication is an annotated bibliography of books, papers, and articles on Polish education which were published from September to November, 1972. Entries are arranged alphabetically by author under the following subjects: History of Education, Laws and Legislation, General Information on Education, Social and Educational Sciences, Teacher's Profession, Schools and Institutions (by type or level), Educational Statistics. An index to authors and editors, and a list of Polish publishing houses and institutions are provided. Related document is ED 077 833. (RM)

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

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The bulk of the materials listed in the present issue was available in the period of time September to November 1972.

I. HISTORY OF EDUCATION

326. **Komisja Edukacji Narodowej.** (The Commission for National Education). *Przegląd Historyczno-Oświatowy.* Vol. 15: 1972, No. 3, pp. 347–504.

Contents:
Barbara, Bieńkowska and Tadeusz, Bieńkowski: Progressive Trends in the Polish Educational System. 1600–1750. — Bogdan, Suchodolski: Secret of the National Education Commission's Success. — Władysław M., Grabski: Origin of the Idea of 'National Education' in Eighteenth Century Poland. — Kamilla, Mrozowska: Traditions of the National Education Commission in the Polish School System in the Nineteenth Century. — Eugenia, Podgórska: National Education Commission and Teachers' Movement. — Tadeusz, Mizia: Problem of Elementary School Teachers at the Time of the National Education Commission. — Janina, Ender: Problem of Education of Women at the Time of the National Education Commission. — Maria, Bełza: Problems Dealt With at Secondary School Teachers' Conferences of the National Education Commission held on August 5–7, 1970.

327. MIZIA, TADEUSZ: **O Komisji Edukacji Narodowej.** (The Commission for National Education). PWN, Warszawa 1972, 118 pp. bibl.

The publication was written on the occasion of the 200th anniversary of the establishment of the Commission for National Education, the first European ministry of education. The origin of the Commission is discussed against the political, economic and social background of the 18th century Poland. The author presents the lives and the activities of leaders and participants of the Commission (I. Potocki, G. Piramowicz, A. Zamoyski, A. Czartoryski, J. Chreptowicz, S. Konarski). Much attention is given to the educational system implemented by the Commission, the reform of secondary schooling and the reform of universities. The role of activities undertaken by the Com-

mission is discussed in the light of educational reform carried out long after the times of the Commission.

328. POTYRAŁA, BOLESŁAW and SZLUFIK, WŁADYSŁAW: **Szkolnictwo ogólnokształcące na ziemiach zachodnich i północnych w latach 1945–1970.** (Introduction): Jan Konopnicki. (General Education in Western and Northern Territories During the Years 1945–1970). Zakład Narodowy im. Ossolińskich, Wrocław 1972, XII, 281 pp., illustr. tab. bibl.

The publication has been written on the occasion of the 25th anniversary of regaining the Western and Northern territories. Immediately ofter the war the regions in question felt an urgent need of quelified teachers, whose lack was a serious drawback in establishing educational institutions. In spite of the existing difficulties the primary schools started work as early as spring 1945. By the end of that year there were 2917 primary and 105 secondary schools. Quick development of schooling could be noticed after the reform of 1948 when a large number of boarding houses were established in order to fully implement the promotion of education for rural pupils. After the year 1956 it was no longer possible to adapt old buildings and therefore funds were allocated for building new schools and boarding houses. The publication includes ample statistical data pertaining to the after-war history of education in these territories and provides exhaustive descriptions and explanations of developmental processes in general education there. The present state of general schooling is also presented in detail.

329. SKUBAŁA-TOKARSKA, ZOFIA and TOKARSKI, ZBIGNIEW: **Uniwersytety w Polsce. Rys historyczny.** (An Outline of the History of Universities in Poland). „Wiedza Powszechna", Warszawa 1972, 196 pp. bibl.

The publication presents the history of the Polish higher schooling, starting from the famous Polish Academies of the Middle Ages. Ample information is given on the origin of higher education in Poland as well as on studies abroad which have often been undertaken by Polish citizens. A separate chapter is devoted to the history of the Ja-

giellonian University in Cracow. Much attention is also given to the activity of the Commission for National Education, the first European ministry of education, in the field of higher schooling. The second part of the book is devoted to Polish universities in the inter-war period and to their development in the Polish People's Republic.

330. WIECZOREK, TADEUSZ: **Kształcenie rolnicze w Polsce Ludowej.** (Agricultural Education in the Polish People's Republic). PZWS, Warszawa 1972, 268 pp. bibl.

The publication presents developments in the field of agricultural education in Poland during the years 1944–1971. The following organizational forms of education are discussed: agricultural preparation at courses, schools for agriculture both preparatory and non-full vocational, full secondary vocational schools of agriculture and higher agricultural schools. Particular stress is given to the training of qualified agricultural workers and technicians. The publication reveals distinct changes in the structure of training closely connected with the socio-economic state of the country. On the basis of an analysis the author presents an attempt at periodization of developments in agricultural education. In the final part of the book T. Wieczorek points out the disproportion as between the number of economic and technical schools on the one hand and of agricultural schools on the other, stressing that the present situation must be improved, as the inclusion of agricultural education in agricultural investments is the only way to ensure progress in this domain.

331. WOŁOSZYN, STEFAN: **Narodziny świeckiego stanu nauczycielskiego w Polsce. Dzieło Komisji Edukacji Narodowej.** (The Beginning of Lay Teaching Staff in Poland. Activities of the Commission for National Education). *Życie Szkoły* 1972, No. 10, pp. 1–9.

The article was written on the occasion of the 200th anniversary of the establishment of the Commission for National Education, the first European ministry of education. Discussing the activities of the Commission the author gives emphasis to the formation of the lay teachers

profession, the establishment of preservice teacher training, construction of new curricula and handbooks. Preservice training was based on academic education. Teachers for parochial schools had to provide education not only for boys but also for girls. Legal acts prepared by the Commission form the first Teacher's Charter of the lay teacher.

332. WOŹNICKA, ZOFIA: **Wychowanie przedszkolne w Polsce Ludowej.** (Preschool Education in the Polish People's Republic). PZWS, Warszawa 1972, 184, pp. bibl.

The publication contains a synthetical presentation of the development in preschool education in the Polish People's Republic during the years 1944–1970. The set of problems is discussed chronologically according to the implementation of successive economic plans, i.e. the periods of years 1944–49, 1950–55, 1956–60, 1961–65 and 1966–1970. The following aspects are discussed at length: the organizational structure, the distribution and the development of preschool educational institutions, their legal status, teacher training and the organization of activity in the kindergarten.

II. LAWS AND LEGISLATION

333. **Rozporządzenie** Rady Ministrów z dn. 15 czerwca 1972 w sprawie szczegółowego zakresu działania Ministerstwa Oświaty i Wychowania. (Ordinance by the Council of Ministers Issued June 15, 1972 Concerning the Competence of the Ministry for Education). *Dziennik Ustaw* 1972, No. 24, item 171.

According to the Ordinance, the Ministry for Education established in the new form on the force of the Act of March 29, 1972 is to organize, lead and supervise what follows: 1) the education of children and adolescents within a uniform educational system, 2) the care for children and adolescents, 3) the education for mentally or physically deficient children and resocialization for socially maladjusted children and adolescents, 4) training the employees at the secondary school level, 5) permanent

education for adults, and 6) planning education. Besides, the Ministry for Education is to prepare guidelines for pre- and in-service training of teachers. The Minister for Education coordinates the inter-ministry activity in the field of education, supervises all the local educational authorities as well as the overall educational system in the country at the primary and at the secondary level. The list is also included of ministries, bureaus and organizations with which the Ministry for Education is to cooperate.

334. **Rozporządzenie** Rady Ministrów z dn. 15 czerwca 1972 w sprawie utworzenia Instytutu Kształcenia Nauczycieli. (Ordinance by the Council of Ministers Issued June 15, 1972 Concerning the Establishment of the Institute for Teacher Training). *Dziennik Ustaw* 1972, No. 24, item 172.

The Institute for Teacher Training is an independent research center the task of which is to deal with the problems of pre- and in-service training of teachers for schools and educational institutions subordinated to the Ministry for Education as well as to carry out research on the subject. The Institute will work on teaching content, methods and forms of pre- and in-service training of teachers, state the criteria for selecting teachers for courses and postgraduate studies, list teaching aids and publications to be distributed among teachers, analyze curricula for training teachers at higher schools, organize extramural studies for teachers with secondary education, provide courses for educational managers and organize research on qualifications of the teaching staff, on the selection for the teacher's profession, on the curricula and methods of teacher training, and on adaptation to the teacher's profession. In the course of its activities the Institute will cooperate with other research institutes, publishing houses and similar institutions abroad. The Institute will also be responsible for providing courses for Polish teachers in other countries.

335. **Uchwała** Rady Ministrów z dn. 15 czerwca 1972 w sprawie utworzenia Instytutu Badań nad Młodzieżą. (Resolution by the Council of Ministers Issued June 15, 1972 Concerning the Es-

tablishment of the Institute for Research on the Youth). *Monitor Polski* 1972, No. 32, item 177 (and) **Zarządzenie** Ministra Oświaty i Wychowania z dn. 1 sierpnia 1972 w sprawie nadania statutu Instytutowi Badań nad Młodzieżą. (Ordinance by the Minister of Education Issued August 1, 1972 Concerning the Statute of the Institute for Research on the Youth). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1972, No. 3, item 23.

The Institute is to carry out research work on the basis of which improvements will be made in the overall educational activity of the country. The tasks of the Institute are the following: to carry out research on education in the family, on the demographic situation of the youth, on the state of psycho-physical development of the youth, on the impact of regional and environmental factors on educational effects, on vocational qualifications of the youth, on vocational and school preorientation and councelling, on the conditions for employees, on attitudes, opinions, scales of values and ideals of the young people, on the role of school, employing institutions and youth organizations upon the formation of attitudes, on the participation of young people in social and political life of the country, on their participation in culture, on the role of mass-media and on the phenomena of social pathology. The Institute will also work out curricula for the educational activity in the socio-emotional sphere and curricula for activities with socially maladjusted adolescents.

336. **Uchwała** Rady Ministrów z dn. 15 czerwca 1972, w sprawie utworzenia Instytutu Kształcenia Zawodowego. (Resolution by the Council of Ministers Issued June 15, 1972 Concerning the Establishment of the Institute for Vocational Education). *Monitor Polski* 1972, No. 32, item 176 (and) **Zarządzenie** Ministra Oświaty i Wychowania z dn. 20 lipca 1972 w sprawie nadania statutu Instytutowi Kształcenia Zawodowego. (Ordinance by the Minister of Education Issued July 20, 1972 Concerning the Statute of the Institute for Vocational Education). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1972, No. 4, item 35.

The Institute is to carry out research work in the field of social, economic and educational problems connected with vocational training. The tasks of the Institute are: to work

out methods of planning and prognosticating developments in the field of vocational education and demands of the national economy for qualified staff, to prepare curricula for vocational subjects, to investigate the professional structure of the country in order to ensure the most adequate structure of the vocational education, to examine the social and economic effectiveness of vocational schooling, to carry out research on managing vocational schools, on the employment of graduates, on the in-service training for qualified workers and technicians, on the educational value of the teaching methods used, on the selection of candidates for vocational schools, on the process of instruction and on the modernization of this process in vocational schools of all types. The Institute will have the following sections: 1) for the Theory of Vocational Education, 2) for the Organization of Vocational Training, 3) for Curricula and Handbooks, 4) for Teaching Methods and Forms of Instruction, 5) for Research on the Effectiveness of Training, 6) for Teaching Aids, 7) for Raising Professional Qualifications, 8) for Information and Documentation.

337. **Uchwała** Rady Ministrów z dn. 15 czerwca 1972 w sprawie utworzenia Instytutu Programów Szkolnych (and) ***Zarządzenie*** Ministra Oświaty i Wychowania z dn. 1 lipca 1972 w sprawie nadania statutu Instytutowi Programów Szkolnych. (The Resolution by the Council of Ministers Issued June 15, 1972 Concerning the Establishment of the Institute for School Curricula. The Ordinance by the Minister of Education Issued July 1, 1972 Concerning the Statute of the Institute for School Curricula). *Monitor Polski* 1972, No. 32, item 175 (and) *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1972, No. 3, item 15.

The Institute for School Curricula has been established to carry out research work in the field of teaching content and teaching methods. It is also to prepare documents aiming at the improvement of the socialist education in kindergartens, primary schools, general secondary schools, special schools for working adults and vocational schools, belonging to the sector of general education. The Institute will work out assumptions for the educational system of the present school, prepare new, modified curricula for

particular school-subjects, work out a conception of attitude formation, deal with the evaluation of handbooks and take responsibility for editorial activities in the field of education. The following sections have been established:

1) The Section for the Foundations of Teaching and Upbringing,
2) The Section for Humanities and Social Sciences,
3) The Section for Foreign Languages,
4) The Section for Mathematics, Physics and Technology,
5) The Section for Natural Sciences and Physical Culture,
6) The Section for Research on Handbooks,
7) The Section for Research on Teaching Aids,
8) The Section for Didactic Metrology,
9) The Section for Special Schools,
10) Information Center and the Library

338. **Zarządzenie** Ministra Oświaty i Wychowania z dn. 20 lipca 1972 w sprawie nadania statutu Instytutowi Badań Pedagogicznych. (The Ordinance by the Minister of Education Issued July 20, 1972 Concerning the Statute of the Institute for Educational Research). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1972, No. 3, item 20.

The Institute for Educational Research was established after the transformation of the former Institute for Education. The Institute contains the following sections: 1) for the Theory of Education, 2) for the Theory of Instruction, 3) for Psychology, 4) for Methodology, 5) for Managing Education, 6) for Educational Economics and 7) for Documentation and Information. The main task of the Institute is to carry out research work in the field of education, among others on the theoretical foundations for instruction and education in the socio-emotional sphere, on educational measurement, on the structure of schooling, on prognosticating educational development, on adult education, permanent education, comparative education, social functions of the educational system and the economie aspects of education. One of more important tasks of the Institute is also the preparation of model solutions to be implemented in the educational practice. The

Institute has the right to grant doctoral degrees and habilitation degrees as well as to conduct doctoral studies.

III. GENERAL INFORMATION ON EDUCATION

339. **Centralna inauguracja nowego roku akademickiego w aulach krakowskich uczelni.** (The Central Inauguration of the New Academic Year in the Academic Schools of Cracow). *Życie Szkoły Wyższej* 1972, No. 10, pp. 3–26.

The article reports on the central inauguration of the new academic year which has taken place at the Jagiellonian University. The main ceremony was held in the presence of the representatives of Government and the Party (E. Gierek, H. Jabłoński, P. Jaroszewicz) and pointed to the integration of many-centuries old tradition of Polish science (the 500th anniversary of Copernicus' birth, the 200th century of the establishment of the Commission for National Education, the first European ministry of education and the 100th anniversary of establishing the Academy of Sciences). During the ceremony the Year of the Polish Science was proclaimed. The article includes speeches delivered by the First Secretary of the Party — E. Gierek and by the Prime Minister — P. Jaroszewicz.

340. GRABOWSKI, LEON and SUCHY, STANISŁAW: **Dokąd po szkole podstawowej?** (Where to After the Primary School). „Iskry", Warszawa 1972, 158 pp. bibl.

The publication consititutes a guide for primary school graduates and contains a) a list of vocational and general secondary schools, b) information concerning the work at a practice period preceding the employment proper, c) a list of vocations available after graduation from post-primary schools, d) information concerning possibilities to attend schools for working adults, e) a list of courses preparing for a profession, f) information concerning aid given to adolescents who continue instruction in post-primary schools and g) a list of addresses and names of institutions, organizations and associations dealing with

these problems as well as a list of vocational advisory centers.

341. KUBERSKI, JERZY: **Program realizacji polityki oświatowej.** (The Plan of Realizing the Educational Policy). *Nowa Szkoła* 1972, No. 9, pp. 2–7.

The article by the Minister of Education presents the main postulates of the present educational policy, i.e. 1) leveling the quality of instruction in schools, 2) reforming initial instruction, 3) improving the system of education for mentally deficient or retarded children, 4) providing specialization in chosen subjects at the secondary level, 5) modernizing vocational education, 6) working out a system of education for gifted learners, 7) improving education in the social and emotional spheres and 8) improving the quality of teacher training.

342. MIKA, STANISŁAW: **O młodzieży prawie wszystko.** (Almost Everything About the Youth). *Głos Nauczycielski* 1972, No. 48, p. 7.

The article is written by the Head of the newly established Institute for Research on the Youth. The Institute will carry out research on young people aged 12 to 24, most of the surveys will, however, deal with pupils of postprimary schools. Much attention will be given to the adolescents' development in the socio-emotional sphere, i.e. their attitudes, systems of values, opinions, behavioral patterns. Organization of work with slow and gifted learners will also be stressed as well as some problems of vocational preorientation.

343. OKOŃ, WINCENTY: **Tezy na temat sytuacji w naukach pedagogicznych.** (Theses on the Situation in Pedagogical Sciences). *Kwartalnik Pedagogiczny* 1972, No. 3, pp. 3–10. Rez. Sum.

The article describes the situation in pedagogical sciences in 1966–1971 in Poland. The situation was shaped on the one hand under the influence of general socio-political events in Poland and on the other, it was the result of developmental trends in particular pedagogical sciences and the efforts undertaken by particular scientific centers.

Considerable disproportions were revealed in the development of pedagogical sciences. One could witness wide development of general didactics and didactics of particular subjects. There was a positive phenomenon that more and more matematicians, linguists and scientists were involved in research and development of didactics. One ought to mention an impetuous development of university didactics. Much progress was made in the theory of education; research into school educational system went into a decisive stage. In 1966–71 were published many serious works in the field of general pedagogy, didactics, theory of education, social pedagogy and special pedagogy.

The final part of the article shows the current conditions and prospects of development of pedagogical sciences in Poland.

344. **VII Plenum KC PZPR, 27–28 listopada 1972. Podstawowe dokumenty i materiały.** (The 7th Plenary Session of the Central Committee of the Polish United Workers' Party, November 27–28, 1972. Main Documents and Materials). "Książka i Wiedza", Warszawa 1972, 127 pp.

The 7th Plenary Session of the Central Committe of the Polish United Workers' Party was devoted to problems of youth and education. The publication includes documents and materials prepared by four working groups, the first of which discussed educational ideals, the second — the uniform system of teaching and attitude formation, modernization of teaching content and teaching methods, the role of the teacher, the promotion of secondary schooling and the structure of higher schools, the third — the leveling of educational and life opportunity of adolescents coming from various types of the social environment, and the fourth — the role of the family and school in attitude formation. Theses prepared at the Plenary Session were based on a nation-wide discussion that has taken place before the Meeting and, therefore, can constitute the guidelines for educational activity in the coming years. The publication includes the full text of a resolution entitled "On the Tasks of the Party, the State and the Whole of the Nation Connected with the Edu-

cation of the Young" which has been adopted at the Plenary Session.

345. **XI Plenum Naczelnego Komitetu ZSL: Problemy socjalistycznego wychowania w środowisku wiejskim** (XI Plenary Session of the Central Committee of the United Peasants' Party: Problems of Socialist Education in Rural Regions). Ludowa Spółdzielnia Wydawnicza, Warszawa 1972, 80 pp. tab.

The publication contains materials from the 11th Plenary Session of the Central Committee of the United Peasants' Party, held April 24, 1972 in Warsaw. The Session was devoted to the socialist education in rural regions. Discussion pertained to the report of the Central Committee and concentrated round the following problems: educational objectives, youth organizations, the role of school and family in education, educational functions of culture, the impact of socio-political life of the country on education and the role of the United Peasants' Party in the education of the rural youth. Much attention was also given to the quality of instruction in primary schools according to their equipment and staffing. Consideration was also given to the problems of school transport. In the final part of the meeting guidelines were adopted for the educational activity in rural regions.

346. TRZEBIATOWSKI, KLEMENS: **Organizacja szkolnictwa w Polsce Ludowej.** (The Organization of Schooling in the Polish People's Republic). Państwowe Wydawnictwo Naukowe, Warszawa 1972, 376 pp. bibl.

The publication is a synthesis presenting the structure of the Polish school system, educational institutions and their functioning, developmental trends in education, the organization of school work, non-lesson and out-of-school activities and some most important problems of managing education. All the above mentioned questions are discussed against the historical background of the problem. The publication includes legal acts connected with the organization of education as well as an ample bibliography of the subject.

See also: 411.

IV. SOCIAL AND EDUCATIONAL SCIENCES

347. BANDURA, LUDWIK: **O procesie uczenia się.** (The Learning Process). PZWS, Warszawa 1972, 207 pp. bibl.

The publication contains a review of Polish theories on the learning process. The author presents learning motives, most typical learning difficulties and ways to facilitate the process. The most important factors influencing the efficacy of learning are also discussed. Three types of learning are then considered: 1) learning through assimilation based on the associationist psychology, theories of conditioning and connectionism, 2) learning motor skills and 3) problem-solving learning based on the Piagetian operationism. The transfer of learning is also discussed. Each chapter contains an ample bibliography of the subject.

348. BOBROWSKA, ŁADYSŁAWA: **Ekspresja i wychowanie.** (Expression and Education). *Przegląd Pedagogiczny* 1972, No. 3, pp. 52–57.

The author discusses the function of free expression in the arts, music and motor activities in the process of forming creative attitudes in children. The role of dramatic expression permitting spontaneity and enabling teachers to introduce situation education is stressed. Possibilities to use dramatic expression in forms similar to sociodrama are then discussed with regard to the primary school. Advances of this form are analyzed in comparison with traditional school dramatic societies.

349. BOLECHOWSKA, MARIA: **Poznawanie uczniów w pracy szkolnej.** (Getting to Know Pupils). Zarząd Okręgu ZNP, Katowice 1972, 152 pp., tab. bibl.

The publication contains a brief review of writings on the subject of getting to know pupils in the educational work. In the light of suggestions presented in the review a new technique is discussed consisting in categorized observation according to point-scales. Scales and observation cards have been constructed and validated at the Higher

School of Education in Katowice. The author analyzes the new technique from the point of view of its application to the educational work in the primary school. Ways to assess the quality of learning, socialization, independence, initiative and behavioral patterns of pupils are then discussed. Advantages of the modified observation technique in comparison with other techniques are presented in detail.

350. CHMIELNICKI, NAUM: **Wpływ braku osobistych styczności społecznych w rodzinie na postępy szkolne dziecka.** (The Impact of Frequency of Social Interaction in the Family Upon the Educational Attainment of Children). *Zagadnienia Wychowawcze w Aspekcie Zdrowia Psychicznego* 1972, No. 6, pp. 36–48.

The author discusses sources of low educational attainment in primary school children on the basis of research carried out on a sample of 880 families. Investigations revealed that the care of mothers is the most important factor influencing the educational attainment, as only 10 percent of pupils properly cared for did not keep up with school requirements, while in the group of children with insufficient care the percentage amounted to 28 percent. The highest educational attainment was noted in the group of children receiving both mother's and father's care (only 6 percent with low attainment). In broken homes, on the contrary, the percentage grows to 21 percent. It has also been proved that the notion of care cannot be identified with the amount of time devoted to the child and e.g. dropping professional work on the part of mothers. No significant difference has been found as far as the amount of time devoted for the child was concerned.

351. CIAPAŁA, IZABELA: **Telewizja a praca domowa ucznia.** (Television and Homework Assignments). *Kwartalnik Pedagogiczny* 1972, No. 3, pp. 41–58.

The article reports on research, the aim of which was to state the correlation as between free TV-viewing by all the family and the educational attainment of the pupil.

Investigations were carried out on a sample of 400 13-year-olds from the city of Warsaw. The group of pupils having no free access to TV was distinguished. Further stratification of the sample was based on environmental factors. The author discusses research results pertaining to the amount of time devoted to TV-viewing, the amount of time devoted to homework assignment by children having no access to TV-sets, the organization of the afternoon and the influence of parents' education and professional status upon the organization of leisure.

352. CIECIERSKA-SZABUNIEWICZ, STANISŁĄWA and KRAWCZYK, MARIAN (ed.): **Proces wychowania fizycznego.** (The Process of Physical Education). PZWS, Warszawa 1972, 343 pp., illust. tab. bibl.

The book is a collection of articles concerning physical education. Part 1 contains the discussion of the following problems: objectives of physical education (M. Demel), modern trends in physical education (J. Kutzner), morphological characteristics of the pupil (S. Panek), his physiological (A. Klimecki), psychological (H. Zaczyńska) and motor characteristics (A. Barański), practical way to assess the development of the pupil (R. Przewęda) and the role of verbalization in sport activities (W. Nawrocka). Part 2 discusses the curriculum (W. Pietraszkiewicz), planning (E. Mazurkiewicz), conditions for sport activities (H. Grabowski), safety (S. Bar) and statistical methods for prognosticating the motor development (S. Pilicz). Part 3 concentrates on the typology of educational environment (H. Zaczyńska), on the process of physical education against the background of the educational work of school (M. Krawczyk), on physical education in the daily activities of the pupil (M. Niewiadomski), on the use of sociometry in physical education (A. M. Skład) and on the significance of sport in the general physical education (J. Bączkowski). Part 4 contains articles on some favorable factors in the educational work of the teacher (H. Gerłowski), controlling the physical development of children (T. Ciecierska-Szabuniewicz), examinations of motor development (L. Denisiuk), evaluation of attainment

(W. Gniewkowski) and evaluation of the quality of instruction (A. Jucewicz).

353. KLIMCZAK, MARIAN: **Problemy metodologii i zakresu badań ekonomiki kształcenia.** (Methodology and Scope of Research on the Economics of Training). PWN, Warszawa 1972, 146 pp. Sod. Sum.

The book presents the evolution of ideas concerning the influence of education on the economic growth of the country in the 16th century (T. Mun, A. Montchretien), the classicist school (W. Petty, A. Smith, D. Ricardo), on subjective approaches (J. B. Say, J. S. Mill, A. Marshall), the Polish economic thought (W. Surowiecki, E. Skarbek), historical approaches (A. Mueller, F. List) and marxian ideas. Stress is, however, laid on the modern trends both in Poland and abroad. Discussion concentrates round methodological aspects of the problem. The author presents a new model for research on the economics of training, which has been empirically verified in the course of research on 1270 weavers from the region of Łódź. The necessity to include special procedures for stating economic effects for the society and social expenditure for education is pointed out as well as for stating individual effects and individual expenditure. Applications of the new model are discussed in detail.

354. KOBLEWSKA, JANINA: **Środki masowego oddziaływania. Problemy społeczne, wychowawcze i propagandowe.** (Mass Media. Social, Educational and Propaganda Aspects). Instytut Wydawniczy Centralnej Rady Związków Zawodowych, Warszawa 1972, 300 pp. tab. bibl.

The publication is based on research carried out by the author during the years 1965–68 on a sample of 800 subjects aged 13–15 and 20–23. Data have been collected by means of questionnaires, interviews, observation of discussions after film projections in clubs and observation of group behavior in cinema-halls. Special emphasis was given to the average amount of time devoted to film and TV watching, frequency of cinema-going and attitudes evoked by film heroes.

The book contains two parts. Part 1 presents sociological and psychological aspects of mass media influence, consideration being given to environmental and psychological factors strengthening or weakening the mass media impact on the recipient's attitudes. Part 2 presents problems connected with the utilization of mass media in educational work with adults, attention being drawn to audiovisual teaching aids, to their role in the teaching process and to the proper forms of their implementation in activities of the educational institution.

355. KONOPNICKI, JAN: **Metodologia badań niedostosowania społecznego.** (Methodology of Research on Social Maladjustment). *Człowiek w Pracy i w Osiedlu* 1972, No. 2, pp. 11–27.

The author presents investigations carried out by researchers from the Institute for Education in Cracow on a sample of two groups of adolescents of 50 and 100 persons. Research aimed at a diagnosis of individual maladjustment (e.g. inhibition, hostility, etc.) as well as at a diagnosis of maladjustment etiology. In the research report the author concentrates on some methodological aspects of observation, diagnostic cards, competent judges evaluation, interviews and other techniques. Emphasis is given to the reliability of the data thus obtained and to their usefulness for remedial procedures.

356. LATOSZEK, MAREK: **Model kształcenia w rodzinie stoczniowca.** (The Educational Model in the Shipbuilder's Family). *Kwartalnik Pedagogiczny* 1972, No. 3, pp. 33–40.

The article deals with the problem of preparation for the social life through the system of formal training as well as to the impact of the family upon the choice of a school. The author reports on research carried out on a sample of 100 shipbuilders' families by means of interview and observation. The following groups of data are presented and discussed: a) the amount and type of education in two generations within the family, b) the type of training provided for adolescents at the postprimary level, c) comparison of the amount and type of education obtained by representatives of various generations. The analysis

reveals that the training obtained by the younger generation has been considerably prolonged, although in most families it does not exceed the secondary school level and is mostly confined to technical instruction. The second part of the article presents the impact of the family on children's educational decisions and points to the considerable raise in the educational aspiration level of the younger generation.

357. LECH, KONSTANTY: **Nauczanie i wychowanie przez organizację pracy uczniów.** (Teaching and Upbringing Through the Organization of the Pupils' Work). *Nowa Szkoła* 1972, No. 11, pp. 7–70.

On the assumption that teaching and upbringing can be linked through the proper organization of the pupils' work the author lists five principles of organizing school work: 1) humanization, 2) cooperation, 3) systematicity 4) economy, 5) rationalization. In the present article the principle of rationalization is discussed. The author refers it to three groups of changes: a) improvements in small-scale aspects of the class work, b) global improvements consisting in the combination of those from group a), and c) school-scale improvements aiming at a full modernization of the whole institution. Considerations are illustrated by numerous examples drawn from the educational practice.

358. LITWIŃSKA, TERESA and TYSZKIEWICZ, MAGDALENA: **Analiza psychiatryczno-społeczna trudności wychowawczych dzieci przysposobionych.** (A Socio-Psychiatric Analysis of Educational Difficulties in Adopted Children). *Zagadnienia Wychowawcze w Aspekcie Zdrowia Psychicznego* 1972, No. 6, pp. 49–57.

The article deals with the problem of adoption and is devoted to educational difficulties in adopted children. Analysis pertains to a group of 25 adopted children and is carried out in the aspects of causes for adoption, age and amount of education in parents, age of the child, his health and educational attainment. The analysis reveals that in most cases adoption took place in marriages aged above 50 having no other children. Although the

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attitude of parents toward the child is positive and friendly, the very fact of adoption may prove to be a source of neurosis in children. The authors postulate to improve the medical care for the adopted children and to provide educational information for candidates for parents.

359. ŁOŚ, MARIA: **Aspiracje a środowisko.** (Aspirations and Environment). PWN, Warszawa 1972, 299 pp. Sum. Rez.

The book is based on sociological research pertaining to the aspiration level, attitudes, values and aims of rural adolescents, graduates of the eight-year primary school. Inyestigations aimed at collecting reliable data on the subject as well as at stating sources of aspirations and attitudes of the youth. Special attention was given to the role of living conditions and financial status of the rural family. Attention was also drawn to phenomena in connection with which decision-making is required immediately after graduation from the primary school. Investigations were carried out during the years 1966–67 in the Institute of Agricultural Economy and embraced 261 pupils in three districts considerably varied as to the economic status. Researchers used interviews with pupils and with their parents, questionnaires and inquiries, interviews with teachers and headmasters, analysis of school documents and socio-economic analyses of regions in which the research was performed. On the basis of research data the following problems are presented: a) aspirations concerning the profession, b) educational aspirations, c) aspiration concerning the place of residence, d) aspirations and values concerning the family life and e) the scale of values and ideals of their parents. The set of problems is analyzed against the theoretical background of psychology and sociology.

360. MIKULSKI, JERZY: **Szkoła środowiskowa w wielkim mieście.** (The Community School in the Big Town). PWN, Warszawa 1972, pp. 259, bibl.

The book is devoted to the role of school in forming the educational environment at non-lesson and out-of-school

activities of peer groups, youth societies and organizations. A detailed analysis pertains to the model of school functioning in an urban, industrialized region. Considerations are based on research the aim of which was to state the school's capability to form the out-of-school educational environment, to state the impact of school upon the integration of the local environment and to find out the role of school in preparing pupils for the proper organization of leisure time. Field studies have been carried out in one Warsaw school. The research results are presented in the form of a monograph. Data have been collected by means of questionnaires, interviews and observations as well as in the course of the experiment conducted during the years 1965–69. Results of the final analysis are presented in four chapters, the first of which deals with the model of the community school, the second — with the structural changes accompanying the process of transforming a regular school into a community school, the third — with the impact of school upon the educational activity in the local environment, and the fourth — with staffing, equipment and budget of a community school.

361. MUSZYŃSKI, HELIODOR: **Wskaźnikowanie zmiennych w badaniach nad wychowaniem.** (Selecting Indicators for Variables in the Field of Attitude Formation). *Przegląd Pedagogiczny* 1972, No. 2, pp. 5–19.

The author discusses some methodological problems of research from the field of education. Attention is given to variables of leading personality dispositions, which have to gain an empirical sense through reductional definitions and indicators. The following problems are discussed at length: 1) variables, 2) measurement, 3) distinction between teaching and attitude formation, 4) measurement of educational attainment and of attitude formation, 5) significant behaviors and indicators, 6) defining variables, 7) the role and function of reductional definitions and 8) selecting indicators for educational variables. In the final part of the article the author presents a methodological model for selecting indicators of 13 categories, all of which are discussed in detail.

362. NIEMIERKO, BOLESŁAW: **Testy osiągnięć szkolnych — problematyka i drogi rozwoju.** (Achievement Tests — Problems and Developments). *Przegląd Pedagogiczny* 1972, No. 4, pp. 20–35.

The author discusses the overall procedure for the construction of achievement tests. Special attention is given to the classification of educational objectives and to the preparation of their taxonomy. Considerations follow of the difficulty level of test items as well as of norm- and criterion referenced tests. The measurement error, point-evaluation and its reference to school marks are also discussed. In the final part of the article the author presents a review of developments in the theory and practice of achievement testing in the present-day education.

363. NIKLEWICZ, PIOTR and BIAŁECKI, IRENEUSZ: **Olimpiady matematyczne, fizyczne i chemiczne.** (Olympic Games in Physics, Chemistry and Mathematics). *Dydaktyka Szkoły Wyższej* 1972, No. 2, pp. 75–92.

In the first part of the article the authors present a review of techniques for the selection of gifted students (IQ tests, achievement tests, check-list observation, Terman's selection test, etc.). In the second part a report is presented on research carried out on a group of winners at Olympic Games in mathematics, physics and chemistry. Research pertained to the prognostic value of this method of selection. Environmental characteristics were analyzed, i.e. the amount of education in parents, the social origin, the type and quality of the secondary school and the place of permanent residence. Careers of the subjects were then investigated. Concluding, the authors state that the prognostic value of the Olympic Games would considerably improve if the Games were extended to all regions of the country and to all secondary schools.

364. PAPUZIŃSKA, JOANNA: **Wychowawcza rola prasy dziecięcej.** (The Educational Role of the Children's Press). PWN, Warszawa 1972, 252 pp. tab. bibl.

The author analyzes the educational role of children's magazines against the historical background of the last

150 years. Functions of magazines with respect to imparting knowledge, eliciting activeness and forming children's attitudes are discussed, much attention being given to changes in these functions in various periods of social, economic and cultural life of the country.
The main part of the publication is devoted to the educational role of the present children's press. Considerations are based on the author's investigations on a sample of 558 pupils from higher grades of the primary school. The impact of two children's magazines was examined by means of questionnaires and interviews. A detailed analysis of criteria for the evaluation of children's magazines is presented on the basis of the research results as well as a number of recommendations concerning content, form and availability of childrens' magazines.

365. PIETER, JÓZEF: **Środowisko wychowawcze.** (The Educational Environment). Wydawnictwo Uniwersytetu Śląskiego, Katowice 1972, 253 pp. tab.

First chapters of the book are devoted to the relationships between man and environment and to research which has been carried out on the subject in Poland and abroad. Against the theoretical background of the problem the author presents his empirical research on the correlation as between the IQ and the type of the environment. Investigations covered 1800 children and were carried out by means of Binet-Terman, Pinter-Cunningham and Grzywak-Kaczyńska intelligence tests. Special interview techniques and observation cards were also used for stating environmental characteristics. 40 component environmental factors have been distinguished according to which evaluations were made. High correlation has been stated as between the IQ and environmental characteristics. Consideration is given to the proportion of inborn intelligence and environmental intelligence as well as to IQ of subjects aged 7–17.

366. ROSIAK, ZOFIA and RUDNIK, IRENA: **Struktura środowiska i czynniki wychowawcze w rodzinie a przestępczość nieletnich.** (The Structure of Environment and Juvenile Delinquency).

Zagadnienia Wychowawcze w Aspekcie Zdrowia Psychicznego 1972, No. 5, pp. 32–41.

The authors analyze educational factors in the family environment and their influence on the formation of juvenile delinquency. Analysis pertains to the research which embraced 100 famillies of juvenile delinquents aged 10 to 17 during the years 1967–69. Research revealed serious interpersonal conflicts in 75 families out of the one hundred investigated. The most frequent cases were broken homes and homes of alcohol addicts. No conflicts have been stated in the remaining 25 families. Moreover, no shortcomings in the field of educational methods employed by parents have been revealed. The authors point out to the necessity of carrying research on peer groups to state other sources of delinquency.

367. SAWICKI, MIECZYSŁAW: **Struktura przedmiotu a badania wyników nauczania.** (The Structure of the Subject-Matter and the Evaluation of Educational Achievement). *Przegląd Pedagogiczny* 1972, No. 2, pp. 50–61.

The author discusses the influence of the structure of the subject-matter on the way of constructing achievement tests and their utilization for evaluation purposes. In the field of natural sciences the structure of the subject-matter is determined by the principle of bringing the learning process close to the research process, the elements of the structure being: concepts, laws and theoretical models. All the relations between the elements are of a logical nature. In the light of these considerations the author criticizes the battery of IEA tests. Attention is drawn to the lack of hypotheses pertaining to cause-result relationships. On the basis of theoretical data the author presents a new model for the construction of achievement tests and discusses the impact of using tests of this kind upon the learning processes in pupils.

368. SOSNOWSKI, TEOFIL: **O system kształcenia ustawicznego.** (Permanent Education Needed). *Szkoła Zawodowa* 1972, No. 9, pp. 7–9; No. 10, pp. 13–15.

The author discusses the idea of permanent education and lists factors which make the full promotion of permanent education indispensable. He also presents his own suggestions concerning the cooperation of all elements in the educational system, i.e. of schools, institutions, organizations and groups through which knowledge, ideology, systems of values and behavioral patterns are transmitted to the society. Special attention is given to a vast number of social organizations existing in Poland and to their abilities to function within the frames of the permanent education system. Stress is also laid on centers providing education at courses, postulates being advanced to improve the network of these centers and to modify their structure.

369. SZCZEPAŃSKI, JAN: **Nauki społeczne a doskonalenie systemu oświaty.** (Social Sciences and Modernizing Education). *Ruch Pedagogiczny* 1972, No. 4, pp. 427–430.

The author presents tasks to be fulfilled by social sciences in connection with the coming educational reform. In his opinion research in the field of psychology should state the relationships between the educational model and the development of instrumental dispositions of the pupil's personality. Sociology should concentrate on the social value of educational solutions. Socioeconomy should state consequences of educational models for the structure of employment in the country and the educational economy ought to list criteria for the evaluation of economic gains obtained through implementing a new educational model. The necessity is also stressed to integrate research work in social sciences.

370. WOŹNICKI, TADEUSZ: **Problemy modernizacji nauczania języków obcych.** (Problems of Modernizing FL-Teaching). *Przegląd Pedagogiczny* 1972, No. 3, pp. 33–36.

Basing on research carried out in the Institute of Education the author points to the shortcomings in the present system of teaching foreign languages in the secondary school. Emphasis is given to the starting point of FL-

teaching which is considered to be much delayed in the light of the psychological data. Stress is also given to the insufficient use made of the advances in the field of linguistics and language statistics. In the final part of the article the author postulates to introduce FL-instruction in the primary school, to modify handbooks and to extend the number of teaching aids at lessons of the foreign language.

See also: 384, 389, 405, 433, 436, 444.

V. TEACHER'S PROFESSION

371. KACZOR, STANISŁAW: **Treści, metody i formy kształcenia nauczycieli przedszkoli.** (Content, Methods and Forms of Training Nursery School Teachers). *Wychowanie w Przedszkolu* 1972, No. 9, pp. 449–453.

The article is devoted to the present state of training nursery school teachers who obtained education either in secondary schools for nursery teachers or at Higher Schools for Education, or at extramural departments for graduates of two-year teachers' colleges. Beginning with the next year training nursery school teachers will be provided merely at a higher school level. In the light of this reform curricula for studies are discussed as well as teaching methods and forms of instruction.

372. KRAWCEWICZ, STANISŁAW: **Trudności pracy dydaktyczno-wychowawczej w opinii nauczycieli.** (Difficulties in Educational Work in Teachers' Opinions). *Wychowanie* 1972, No. 4, pp. 85–100.

The article presents main sources of difficulties in the educational work as viewed by teachers themselves. The following sources have most often been listed: a) personal difficulties (21.4%), b) lack of the necessary school equipment (18.6%), c) improper interpersonal relations among the staff (11.8%), d) inability to cooperate with parents (12.3%) and e) bad organization of educational work at

school (9.2%). The author points to other sources of difficulties such as, for instance, bad quality of the teacher training, teachers' attitude toward the profession and the negative attitude of pupils toward the school.

373. MARCINIAK, ZBIGNIEW: **Zygmunt Mysłakowski (1890–1971)**. *Kwartalnik Pedagogiczny* 1972, No. 4, pp. 27–39. Rez. Sum.

The author of the article presents the life and work of one of the most prominent Polish educationists who died a few years ago — Professor Z. Mysłakowski. Professor Mysłakowski was a scholar of very broad horizons and interests — besides pedagogy he was interested in natural sciences and philosophy. Particularly valuable was his participation in the progressive pedagogical movement in Poland before the war and in People's Poland as well. He was a very good and efficient organizer of scientific life particularly in Cracow and Katowice.
Professor Z. Mysłakowski published many scientific papers well known in Poland and abroad. His scientific works and social activities constitute an inestimable contribution to the development of Polish education.

374. NOWACKI, TADEUSZ: **O doskonaleniu zawodowym nauczycieli.** (Raising Professional Qualifications of Teachers). *Nowa Szkoła* 1972, No. 10, pp. 8–13.

The author discusses the in-service teacher training which aims at raising professional qualifications of the teacher. The following types of training processes are presented: 1) adaptation processes, 2) corrective processes, 3) renovational processes and 4) reconstructional processes. In connection with changes in the organizational forms of in-service training, the author postulates to introduce new posts and titles for teachers according to the amount of education and teaching practice. In-service training in the field of the discipline to be taught and in the field of education should enable each teacher to obtain higher posts and thus ought to open the way to professional career. The postulates presented above are discussed in the light of the Teacher's Charter.

375. PODOSKI, KAZIMIERZ and TRZEBIATOWSKI, KLEMENS: **Poradnik organizacyjno-ekonomiczny kierownika szkoły.** (A Headmaster's Guide to the Organization of School). PWE, Warszawa 1972, 248 pp. tab. bibl.

The guide contains two parts. Part 1 discusses general problems connected with the role of the headmaster, personality characteristics required for the post and conditions for the professional success, i.e. self-instruction and in-service training. Various forms of the headmaster's work are also analyzed such as, for instance, planning educational work at school, leaderlike roles in the team of teachers and control over the economic aspects of the school life. Attention is also given to the role of the headmaster in organizing the cultural life of the environment. Cooperation with the Parent-Teacher Association and youth organizations is also considered. Part 2 presents the main aspects of the economic and social activity of the headmaster. Problems of the school budget and school administration are discussed in detail.

376. POPLUCZ, JAN: **Struktura systemu społecznego zespołu nauczycielskiego.** (The Structure of the Teaching Personnel in Schools). *Kwartalnik Pedagogiczny* 1972, No. 4, pp. 77–94.

The group of teachers on the staff of each school has been investigated by the author from the point of view of the hierarchy of positions of its members and from the point of view of the cohesiveness of each particular structure. The structures distinguished in the research were the following: the structure of authority, teachers' position according to the central authority, the structure of efficiency according to the results obtained, the structure of friendship according to interpersonal relations in the team, the structure of qualifications according to the amount of education, the demographical structure according to sex, age and teaching practice and the cultural structure according to the personal culture of the teacher. The data obtained enabled to state each teacher's position within particular structures as well as his global position in the team. Attention was given to the cohesiveness of the structures distinguished as well as to the cohe-

siveness of the whole team. Investigations were carried out on a sample of 1042 teachers of primary school by means of attitude scales, rating scales and self-evaluation on the rating scales. Correlations as between the data obtained through scales and sex, amount of education, teaching practice, size of the team, geographical region and other factors have also been sought.

377. RADWAN, ZBIGNIEW: **Problemy wizytacji szkoły.** (Problems of School Inspection). PWN, Warszawa 1972, 255 pp. bibl.

The publication includes an analysis of data pertaining to the work of school inspectors. The first, analytical part of the book is based on the following data: a) inspectors' reports from two voivodships prepared during the years 1952–1964, b) reports of the Ministry of Education from the period of years 1945–1965 and c) answers to anonymous questionnaires circulated among educational boards, educational institutions of various kinds, school principals and teachers. In the second part of the publication the author presents considerations on the function of the inspection, its main objectives and technical aspects, advancing a number of proposals concerning the model for effective informative inspection of any educational institution.

See also: 331.

VI. SCHOOLS AND INSTITUTIONS
(by type or level)

VI. 1. PRESCHOOL

378. CHMIELOWSKI, BOGUSŁAW: **Funkcjonowanie placówek wychowania przedszkolnego w ośrodkach wielkomiejskich.** (Functioning of Institutions for Preschool Education in Big Towns). *Chowanna* 1972, No. 4, pp. 481–502.

The article presents some prognostic remarks concerning the future role and tasks of institutions for preschool education. The prognosis is based on a thorough analysis

of the present state of preschool education as well as of the means available. The following factors have been taken into consideration: a) the number and the distribution of kindergartens, b) their premises, c) equipment, d) curriculum content, e) personnel and management. On the basis of demographical and economic indicators the author draws a picture of the future developments in preschool education as far as cultural, structural, economic and functional aspects are concerned.

379. GBUREK, EUGENIA: **Kształtowanie się uczuć sympatii i antypatii w grupie dzieci sześcioletnich.** (Formation of Sympathy and Antipathy in the Group of Six-Year-Olds). *Wychowanie w Przedszkolu* 1972, No. 9, pp. 469–472.

The author reports on research carried out on a group of 30 six-year-olds. Investigations aimed at finding out whether there exist distinct feelings of sympathy and antipathy in six-year-olds, at stating the durability of the feelings and ways of friend-pairs formation. In order to collect the necessary information the author used categorized observation cards, sociograms, interviews and children's drawings. A detailed discussion of research results is included.

380. HORODEŃSKA, ANNA: **Ogniska przedszkolne — pierwszy krok do wyrównywania startu do szkoły dzieci wiejskich.** (Preschool Centers as the First Step of Eliminating Environmental Differences for the Rural Children). *Wychowanie w Przedszkolu* 1972, No. 7/8, pp. 381–386, tab. bibl.

One of the important educational problems of the present Polish education is a distinct difference in school readiness between rural and urban children. A number of initiatives aim at the elimination of environmental differences so that rural children are no longer handicapped by inadequate preschool educational conditions. The author presents one of the initiatives which consisted in embracing a large group of rural children by one-year preschool education with the aim to raise the level of their school readiness. Attainment of the children was then compared to that of another group of rural children who were not in-

volved in preschool activities. An analysis of research results follows in which doubling of scores has been revealed on the part of children from the preschool educational centers.

381. KWIATKOWSKA, MARIA and TOPIŃSKA, ZOFIA (ed.): **Metodyka wychowania przedszkolnego.** (Methodology of Preschool Education). 2nd ed. PZWS, Warszawa 1972, 450 pp. bibl.

The publication presents the overall set of problems connected with child rearing and preschool education. The authors give much attention to the clarification of educational objectives as well as to ways of achieving educational goals and aims. The following chapters are included: 1) Biological and psychological foundations of preschool education (M. Demel), 2) The organization of educational activity in the kindergarten (M. Kwiatkowska, Z. Topińska and M. Dmochowska), 3) Health education (M. Demel and S. Molière), 4) Social and moral education (Z. Topińska), 5) Mental education (M. Kwiatkowska), 6) Aesthetic education (M. Kwiatkowska, H. Mystkowska, K. Przybylska, M. Wieman), and 7) The preparation for school (M. Kwiatkowska). A bibliography of the subject is also included.

382. MYSTKOWSKA, HALINA: **Rozwijamy mowę i myślenie dziecka w wieku przedszkolnym.** (Developing Language and Thought in Preschool Children). PZWS, Warszawa 2972, pp. illustr. bibl.

The author discusses psychological foundations of language and thought in the preschool age and analyzes the role of speech in the emotional and social life of children who are to enter the primary school. Minute analysis of these problems is based on research completed by the author. Investigations aimed at comparing the results obtained by children according to age and according to the number of language exercises. Techniques valuable for language correction and language development activities are then presented. All the proposed forms of work with the preschool children are discussed in detail according to the developmental stage at which they are helpful and the type of skill to be formed.

383. PAŹDZIOR, MARTA: **Badania dojrzałości szkolnej jako forma profilaktyki wychowawczej.** (Evaluation of School Readiness as a Form of Educational Prevention). *Chowanna* 1972, No. 3, pp. 288–301.

The article presents the evaluation of school readiness which has been carried out by the Educational and Vocational Advisory Center in Katowice. Every year about 800 children enter the primary school in the area ascribed to the Center, thus ample data are available. In the year 1970/71 the following procedure was adopted a) all the children of 7 underwent medical examinations, b) tests of mental development were administered, c) special examination followed for children in which retardation or some special disturbancies were suspected and d) examination was carried out of all the six-year-olds. A discussion of the data obtained is presented, followed by methodological remarks on the manner the data were utilized in the everyday activity of primary school teachers.

384. REMBOWSKI, JÓZEF: **Z badań nad postawami matek wobec dzieci.** (Research on Mothers' Attitudes Toward Their Children). *Kwartalnik Pedagogiczny* 1972, No. 4, pp. 111–120.

The article presents research on family relations of grade I children from various types of social environment. Investigations aimed at stating mothers' attitudes toward their children, their way of statisfying the children's needs and their attitudes toward playing familial parts. All the data have been drawn by the PART questionnaire prepared by Bell and Schaefer. Examinations pertained to 358 mothers aged 25 to 31. A detailed analysis of the data is included as well as a number of tables illustrating the results obtained.

385. WILGOCKA-OKOŃ, BARBARA: **Wyrównywanie szkolnego startu dzieci.** (Ensuring the Equal School Start for Children). *Wychowanie w Przedszkolu* 1972, No. 7/8, pp. 369–375, bibl.

The article is devoted to basic forms of preparing children for entering the primary school. Attention is given to the early enrollment to grade I which permits to carry out

thorough examinations of each child from the point of view of his emotional, social and intellectual development. This solution proves to be especially helpful, as it not only provides a proper diagnosis of the child but ensures enough time (about one year) for educational activities of a remedial character. Postulates discussed above have been implemented by a legal act issued in 1971 according to which the early enrollment is extended to all primary schools. Schools are also obliged to provide organized educational activities in a specially designed preschool center for all the children who revealed an insufficient level of school readiness. In the final part of the article the author discusses measurement instruments for the early enrollment and ways to arrive at a proper diagnosis on the basis of the scores obtained.

See also: 332, 390.

VI. 2. PRIMARY

386. BALICKA, URSZULA: **Stosunek uczniów do szkoły w świetle ich doświadczeń wyniesionych z życia szkolnego.** (The Pupils Attitude Toward School in the Light of Their School Experience). *Kwartalnik Pedagogiczny* 1972, No. 3, pp. 69–84.

The article is a research report in which the correlation between the school experience of pupils and their attitude toward school is investigated. Research embraced 300 pupils from grades VI, VII and VIII of the primary school. The following data have been sought a) interpersonal relations between the teacher and the pupil, b) participation in the life of school, c) participation in lesson and non-lesson activities, d) sanctions, e) the structure and influence of peer groups. Indicators of positive attitudes toward school were: the desire to continue learning in the same school, identification with school, attachment to school symbols, care for the high status of the school and a positive attitude toward the teacher.

387. BANDURA, LUDWIK: **Prorientacja zawodowa w szkołach podstawowych.** (Vocational Prorientation in Primary Schools). *Nauczyciel i Wychowanie* 1972, No. 4, pp. 62–70.

The article contains a review of researches on vocational preorientation in Poland and abroad. Investigations carried out by the author and which aimed at stating the value of various techniques of vocational preorientation in higher grades of the primary school are also discussed. TV- and radio programs were used as well as trips to various institutions, interviews with employees, special meetings with parents and systematic in-service training of the primary school teachers. Investigation revealed considerable changes in motivation for undertaking a future profession, in the pupils' interests and in the intensity of possible influence from the part of peers and family.

388. BUDOHOSKA, WANDA and CZACHOWSKA, BARBARA: **Transfer w procesie kształtowania pojęć.** (Transfer in the Process of Concept Formation). *Psychologia Wychowawcza* 1972, No. 3, pp. 343–349, bibl.

The article is devoted to the process of concept formation and to the role of transfer. The correlation is discussed as between transfer and the kind of presentation of the teaching content and the degree of complexity of concepts themselves. Research covered 101 pupils in grade VI of the primary school. Pupils were divided into three groups, two of which functioned as experimental and one — as a control group. Additionally, the relationships between the IQ and concept formation processes were sought. A detailed analysis of the data obtained follows.

389. BUDOHOSKA, WANDA and GRUDZIEŃ, KRYSTYNA: **Wpływ muzyki na efekty uczenia się.** (The Impact of Music on the Educational Achievement). *Psychologia Wychowawcza* 1972, No. 3, pp. 349–355, bibl.

The authors report on research which has been carried out on a sample of primary school pupils and aimed at stating the influence of music upon learning process. For the final study 24 pupils out of 262 were chosen who revealed high educational attainment and used to listen to music at home when doing their lessons. In the course of investigations the number of mistakes was compared in

assignments addressed to three type of analyzers in three types of settings (silence, pop music and classical music). The following factors were considered in the final analysis: immediate learning, learning speed and retention. Concluding, the authors state the positive influence of both pop and classical music on the learning processes, although learning speed was stated to increase merely in assignments addressed to the hearing analyzer. The significance of impact was slightly higher in the case of pop music. The visual analyzer was the only one in the case of which no significant difference was noted according to settings.

390. GALANT, JÓZEF: **Proces dydaktyczno-wychowawczy na lekcjach w klasach I–IV.** (The Educational Process at Lessons in Grades I–IV). PZWS, Warszawa 1972, 207 pp. bibl.

The publication presents an educational application of Professor W. Okoń's theory of manysided instruction. Assumptions of the overall organization of school work are based on Professor K. Lech's writings. The author reports on the education of seven-year-olds who were subjected to educational activity according to the method mentioned above for the first four years of the school instruction (grades I–IV of the primary school). A vast number of examples of teaching and learning units follows accompanied by ample exemplificatory material referring to classroom techniques. The course of the educational process and the educational attainment are discussed in detail. On the basis of the research units recommendations for primary school teachers are listed.

391. GUTKOWSKA, ELŻBIETA: **Z badań nad wzorowymi uczniami szkoły podstawowej.** (Research on the Leading Pupils in the Primary School). *Psychologia Wychowawcza* 1972, No. 4, pp. 448–456.

The author reports on the investigations carried out by the Educational Advisory Center in Warsaw on a sample of 262 leading pupils from grade VIII of the primary school (160 girls and 102 boys). Data have been collected by means of questionnaires, achievement and intelligence

tests, interviews with pupils, parents and teachers. The intellectual, emotional and social development of pupils is discussed in the article. The authors state that in most pupils of this group a high level of associative memory development can be stated, although most of the pupils from this group reveal an average IQ (82%). No boys with low IQ were noted, the percentage of girls however, amounted to 10%. A high level of social development was stated in all the pupils. An analysis of future careers of leading pupils from primary schools indicated that merely 54% continue to reveal high educational attainment.

202. LACHOWICZ, IWONA: **Wpływ dłuższej przerwy w nauce na zapominanie nabytych w szkole wiadomości.** (The Impact of a Longer Break in Learning Upon Forgetting Knowledge Acquired at School). *Psychologia Wychowawcza* 1972, No. 3, pp. 297–302. Rez. Sum.

The author deals with the problem of forgetting during summer vacation the knowledge acquired at school. Considerations are based on research results obtained in the course of investigations pertaining to the degree of forgetting between the end of grade VII and the beginning of grade VIII. Data have been collected by means of a battery of achievement tests in several subject areas. A detailed analysis of results in both qualitative and quantitative aspects follows. The author states that the degree of forgetting amounts to 20%, no distinct differences being noted between particular subject matters.

203. NIEBRZYDOWSKI, LEON: **Wpływ motywacji na uczenie się.** (The Impact of Motivation on Learning). „Nasza Księgarnia", Warszawa 1972, 253 pp. bibl.

The author concentrates his attention on the influence of motivation upon the efficiency of learning in grades V–VIII of the primary school. In the first chapters of the book some theoretical aspects of the problem are discussed such as, for instance, types of motivation, dominating motivation in primary school pupils, differences in the type of motivation according to educational attainment, influence of the social environment upon mo-

tivation, ways to form positive motivation, differences in formation techniques according to the intellectual level of the pupil, etc. Empirical data are presented drawn from research on 2050 pupils by means of observation, questionnaires, social scales, experiments (increase and decrease of positive and negative sanctions successively), directed compositions and an analysis of school documents. In the final part of the publication the author presents a number of conclusions and recommendations for teachers, educators and parents.

394. RATAJ, MARIAN: **Gminna szkoła zbiorcza.** (District Collective School). *Nowa Szkoła* 1972, No. 11, pp. 2–6.

The author presents the idea of a modern district collective school. Districts school have been established on the force of the last reform of rural schools with the aim to liquidate small schools which did not ensure high quality of instruction and to form properly equipped and staffed collective schools. The decision bears consequences as far as the reconstruction of the school network is concerned as well as the structure of the curriculum for the primary school. On the basis of statistical data the author states that the average administrative district covers around 6800 inhabitants, 1500 children included. District schools will thus form cultural and educational centers to which all the extension schools providing merely instruction in grades I–IV will be subjected. The author discusses the role of the headmaster in organizing school work so as to improve the quality of instruction thus leveling the existing differences between the knowledge of urban and rural children.

395. RATAJCZAK, STANISŁAW: **Czy można skrócić okres przygotowawczy?** (Should We Shorten the Preparatory Period). *Życie Szkoły* 1972, No. 11, pp. 47–49.

The author discusses the coming reform of initial instruction which requires equal school start for all the children. This is at present attempted by means of organizing preschool educational centers at the primary school, the task of which is to provide adequate remedial

activities for children who revealed low school readiness at the compulsory psychological and medical examinations accompanying the early enrollment in grade I (6 months before the start of the school year).
In the author's opinion kindergartens fulfill the preparatory tasks much better than do preschool centers. At present, however, it is not yet possible to embrace all the six-year-olds by preschool education. The author postulates to form special grades for children entering school without the adequate level of school readiness. Special activities of a remedial nature would be carried out throughout the whole grade I and in the beginning of grade II an equal start for all children would be provided.

396. SMÓLKA, JADWIGA: **Przykład organizowania nauki dla 6-latków w klasie I.** (Examples of Organizing Instruction for Six-Year-Olds in Grade I). *Życie Szkoły* 1972, No. 7/8, pp. 88–94.

The article is devoted to problems of teaching in grade I composed merely of six-year-olds. The author presents ways to link elements of various skills (reading, writing, speaking, singing, drawing) in one teaching unit as well as to link various channels of learning (learning through emotional experience, learning by doing and learning by discovery). Ways to include not only frontal but also group and individual forms of instruction are discussed. Considerations are illustrated by ample exemplificatory material.

397. ŚNIEŻYŃSKI, MARIAN: **Problem dzieci niedostosowanych na tle urbanizującego się środowiska.** (Socially Maladjusted Children Against the Background of the Environment Being in the Course of Industrialization). *Człowiek w Pracy i w Osiedlu* 1972, No. 2, pp. 59–79.

The author deals with the relationship between industrialization and social maladjustment in children. His considerations are based on research which has been carried out on a sample of 115 pupils from grades III and VII of the primary school. Data were obtained by means

of environmental questionnaires, interviews and diagnostic scales. The data revealed that the highest percentage of socially maladjusted children come from homes with deficient interpersonal relations (41) or with improper educational methods (50). Research demonstrated that almost all of those families were of the rural origin. A discussion follows of difficulties accompanying the adaptation to urban conditions.

398. STACHURA, JAN: **Braki powstają już w klasie pierwszej. Z badań nad nauczaniem matematyki.** (Gaps Are Formed As Early As Grade I. Research on the Teaching of Mathematics). *Życie Szkoły* 1972, No. 7/8, pp. 94–103.

The author discusses the sources of learning difficulties in the primary school, the origin, type and scope of gaps in the pupils' knowledge, the time of their formation, as well as their significance for the further school career. Discussion is based on the evaluation of educational attainment carried out on a sample of 476 pupils from 17 primary schools grouping learners from various social strata. The achievement in mathematics is analyzed in the present article, attention being given to grades I and II. The data reveal that as many as 10% children display inadequate attainment in grade I and that the percentage increases accordingly in grade II. The final part of the article is devoted to ways of preventing the formation of gaps in the pupils' knowledge and to educational forms of immediate remedy.

399. URBAN, BRONISŁAW: **Poziom intelektualny dzieci społecznie niedostosowanych.** (The Intellectual Level of Socially Maladjusted Children). *Człowiek w Pracy i w Osiedlu* 1972, No. 2, pp. 27–40.

The author presents investigations concerning the correlation as between the intellectual level and the degree of social maladjustment. Research embraced 200 socially maladjusted children, 113 of which have been thoroughly examined by means of several intelligence scales. The data revealed that 80 percent of the subjects fell into the category of average intellectual level, some of them

being above the norm. The author states that although in most cases the social maladjustment negatively influences educational attainment, often it has nothing to do with mental retardation of the child. Exceptions to this rule are then analyzed in detail, all of them being children with disturbancies of the central nervous system.

400. WIĘCKOWSKI, RYSZARD: **Perspektywy nauczania początkowego.** (Perspective on the Initial Instruction). *Życie Szkoły* 1972, No. 11, pp. 1–5.

The author discusses the role and place of initial instruction in the future school. It is stated that three types of tasks should be fulfilled by the future initial instruction: a) tasks of education and care, b) tasks of skill formation and c) cognitive tasks. Attention is then given to particular subject areas. The author postulates the introduction of some necessary changes in the structure of the curriculum for mother tongue, history and mathematics, so that instruction ensures the overall intellectual development and not only the acquisition of information. The course of the initial education is to be shortened to three years of school instruction to which a compulsory year of preparatory, kindergarten education will be added. Reading will be taught in the additional year (6-year-olds). In the final part of the article the author postulates to increase the number of researches on the subject of the initial instruction.

401. WIĘCKOWSKI, RYSZARD: **O koncepcji nauczania początkowego.** (The Concept of Initial Instruction). *Wychowanie w Przedszkolu* 1972, No. 9, 454–459.

The author presents a new concept of initial instruction stressing all the points that might be of interest for preschool education. Therefore, emphasis is given to main tasks of the primary school education during the first three years of instruction. Prerequisite knowledge necessary for participation in grade I activities is also discussed at length. The author characterizes educational objectives in the mother tongue, art education and elements of other subject-areas. In the light of the concept of initial in-

struction forms of work with preschool children are discussed, stress being laid on organized activities in preschool educational centers dealing with children of inadequate school readiness level.

402. WILGOCKA-OKOŃ, BARBARA: **Dojrzałość szkolna dzieci a środowisko.** (School Readiness and Environment). PWN, 1972, 229 pp. bibl.

The publication is based on research carried out by the author in the year 1968/69 at the Institute for Educational Research in Warsaw. Research aimed at assessing the level of school readiness of children aged 5.8 to 7.8 as well as at stating factors contributing to their success or failure in school. Factors of influence were sought among the status of parents, the amount of their education, living conditions and other environmental characteristics, while the school and other educational institutions were considered a factor contributing to the elimination of differences. The book bears a monographic character and as such presents the problem against the background of world writings on the subject. A number of researches from the same domain are quoted, special consideration being given to the correlation as between the level of school readiness and school success.

403. WŁODARSKI, ZIEMOWIT: **Zależność szybkości uczenia się od stopnia organizacji materiału.** (Relationship Between the Learning Speed and the Degree of Ordering the Teaching Content). *Psychologia Wychowawcza* 1972, No. 4, pp. 389–400, Rez. Sum.

The article reports on research concerning the correlation as between the learning speed and the degree of ordering the teaching content. Investigations were carried out on a sample of 120 children aged 12 to 13. In phase I the children were to learn words divided into subject groups. In phase II no division into subject groups was presented, the number of items being the same. A distinct correlation has been stated as between the two factors mentioned above. Considerations are also given to

the way of organizing the teaching content, i.e. the organization suggested and the spontaneous organization on the part of the learner.

404. ZAREMBA, JÓZEF: **Wiek dziecka w klasie pierwszej a jego postępy w nauce.** (The Age of the Pupil in Grade I of the Primary School and His Educational Achievement). *Chowanna* 1972, No. 3, pp. 302–313.

In connection with the coming school reform the problem of school readiness has become vital for the present education. Research on the subject has been carried out by a number of individual research workers and institutions. The present article reports on investigations which took place in the Vocational-Advisory Center at Ruda Śląska during the years 1967–1971. Research covered 1802 children from four primary schools.
The following research techniques were used: a) observation cards pertaining to the mental and physical development of the child, b) Termann-Merill scales and c) analysis of school documents with regard to educational achievement of individual pupils in the course of learning in the primary school. An analysis follows in which the author concentrates on differences in school readiness in children and the resulting differences in their educational achievement. Special emphasis is given to the influence of failures in grade I on the further school career of the child.

See also: 351, 359.

VI. 3. SECONDARY

405. CHYLIŃSKA, HELENA: **Testy matematyczne w poradnictwie wychowawczo-zawodowym.** (Mathematical Tests in Vocational and Educational Councelling). *Psychologia Wychowawcza* 1972, No. 2, pp. 198–207.

The author discusses the use of tests in the work of Educational and Vocational Advisory Centers. Three batteries of achievement tests in mathematics have been construct-

ed according to the requirements at entrance examinations for schools of various kinds at the postprimary level. Investigations were then carried out concerning the prognostic value of scores on the tests as combined with IQ measurement. Conclusions from the analysis are discussed as well as some particular problems of prognostic measurement.

406. OZGA, WŁADYSŁAW: **Problem powszechności średniego nauczania.** (The Promotion of Secondary Education). *Ruch Pedagogiczny* 1972, No. 4, pp. 431–454.

In connection with the promotion of secondary education which is being prepared by the Government and the Party the author discusses the nature of preliminary activities as well as some methodological aspects of research work on the subject. Much stress is given to the analysis of the present state of education from the point of view of regional differences in the quality of instruction, distribution of secondary schools, proportions of boys and girls in secondary schools and the social origin proportion of pupils. Considerations are illustrated by ample statistical data.

407. POKRZYCKI, BRONISŁAW: **Rola filmu dydaktycznego w podnoszeniu stopnia rozumienia treści biologicznych.** (The Role of Educational Films in Increasing the Level of Understanding Biological Content). *Kwartalnik Pedagogiczny* 1972, No. 3, pp. 59–67.

The article is devoted to problems of the efficacy of teaching aids at lessons of biology. Considerations are based on investigations which have been carried out in three general secondary schools during the years 1965–67. On the basis of data obtained in the course of pretesting, posttesting and retention testing the author discusses the impact of films upon the educational attainment, i.e. on the increase in the scope of information, on the increase in understanding and on the increase in the durability of knowledge. A detailed discussion of tests used and of the results obtained follows.

408. WILOCH, TADEUSZ: **W sprawie dwustopniowości szkolnictwa średniego.** (The Problem of the Two-Staged Secondary School). *Szkoła Zawodowa* 1972, No. 7/8, pp. 4–6, No. 9, pp. 5–6.

The article discusses the organizational aspects of schooling in connection with the coming school reform. The author advocates the concept of the two-staged secondary school, the first stage of which would provide general education for all the pupils as well as school and vocational orientation. At the first stage of the secondary school general education from the primary school would be continued and each pupil would be fully prepared to choose either a suitable vocation or a suitable way to continue his education. At the second stage of the secondary school beside of general education some lines of specialization would also be available preparing pupils directly for a profession or for the higher school education. In the author's opinion the two-staged secondary school is the only solution ensuring full preparation of pupils for fulfilling differentiated roles in the society.

409. ZBOROWSKI, JAN: **Nauka domowa ucznia szkoły średniej.** (Homework of the Secondary School Pupil). PWN, Warszawa 1972, 304 pp. illustr. tab. bibl.

The book is based on research carried out on a sample of general and vocational secondary schools from three voivodships. Investigations were carried out by means of questionnaires for pupils, parents and teachers, observation of lessons and registration of homework in all the school subjects. On the basis of data obtained the author discusses the methods of planning homework assignments on the part of teachers, the relations between assignment and teaching methods, curricula and teaching plans, the coordination of assignments by the team of teachers and discrepancies occurring between guidelines for the evaluation of educational achievement and the educational practice. Consideration is then given to the organization of work at home, the role of the family in the organization of leisure time and learning for pupils, learning techniques and the most common shortcomings of traditional homeworks. In the final part of the book the problem of controlling assignements is discussed from the point of

view of the quality of instruction, self-instruction and formation of positive attitudes toward school.

VI. 4. VOCATIONAL

410. KAWECKI, KAZIMIERZ and MAKOWSKI, JAN and TORBUS, WACŁAW: **Przestrzenne pomoce dydaktyczne.** (Spatial Teaching Aids). Państwowe Wydawnictwa Szkolnictwa Zawodowego, Warszawa 1972, 270 pp. bibl.

The book presents spatial teaching aids for building and electroenergetical schools and describes and discusses the teaching aids to be used in higher grades of the primary school. The following domains are discussed: a) general building and construction, b) automation of building and builders' equipment, c) hydraulic architecture, d) foundations of electrotechnics, e) kinematics of engines and pumps and f) main elements of automatics.

411. KAWKA, A.: **O programie działania Ministerstwa Oświaty i Wychowania na Plenum Sekcji Szkolenia Zawodowego.** (The Plan of Activities of the Ministry for Education Discussed at the Plenary Session of Vocational Schooling). *Szkoła Zawodowa* 1972, No. 9, pp. 41–43.

The article discusses guidelines of the Ministry for Education for the overall educational activities during the years 1972–75. One of the main problems to be solved is to provide the same quality of instruction in schools of a given educational level. This is to be achieved by means of working out criteria for the evaluation of the work of schools, introducing means to limit the overburdening of pupils with school work, raising the level of teaching natural sciences and foreign languages, providing the adequate staff and equipment for all schools as well as promoting new teaching methods in rural regions. Another important problem consists in providing an equal start for all the children entering the primary school. This will be achieved by means of the what is called early enrollment to the primary school, i.e. enrollment taking place about a year before the school year starts. The early enrollment accompanied by thorough medical and psycho-

logical examinations will point out children with a low level of school readiness. It will also ensure time to carry out remedial educational activities at the obligatory preschool centers. The equal start should also be ensured for all the primary school graduates by means of necessary improvements in school curricula and handbooks. In the final parts of the article the problem of implementing the Teacher Charter to the educational practice is considered.

412. MACIASZEK, MAKSYMILIAN: **Licea zawodowe szkołą przyszłości.** (On the Problem of the Vocational Secondary School in the Future Educational System). *Szkoła Zawodowa* 1972, No. 7/8, pp. 2–4.

The author discusses assumptions underlying the establishment of secondary vocational schools with extended general education. Schools of this type which were created in 1970 by the Ordinance of the Minister for Education aim at providing a broader general education profile for their graduates thus preparing them for less narrow professional posts. In order to fulfill the task properly, prefessional nomenclature had to be changed as well as the curricula for both vocational and general subjects. The author reports on activities which have already been completed at the Departments of the Ministry and describes work to be done in the field of equipment and staffing.

413. NOWACKI, TADEUSZ: **Dydaktyka kształcenia zawodowego.** (Didactics of Vocational Training). *Szkoła Zawodowa* 1972, No. 9, pp. 1–4, No. 10, pp. 7–8.

The article contains two parts. Part 1 presents a brief review of research on the subject of vocational training and of available publications. Attention is drawn to the educational series published by the Institute for Education in which the following problems have been discussed: constructional imagination of vocational school pupils, their dispositions for a profession, learning processes in vocational school pupils, teaching methods and classroom techniques in vocational training (nine publications concerning nine vocational subjects factors indispensable for ensuring high educational attainment), the programmed

instruction lessons of vocational subjects, the problem-solving instruction in vocational schools, socioemotional education, pre- and in-service training of vocational school teachers. Part 2 of the article points to the social demand for further research in the field of vocational education, especially in the domain of lifelong education.

414. SZAJEK, STANISŁAW (ed.): **Organizacja pracy dydaktycznej w SPR.** (The Organization of Educational Work in Preparatory Schools for Agriculture). PZWS, Warszawa 1972, 294 pp.

The publication is a teacher's guide to the new curriculum for preparatory schools for agriculture. The author discusses conditions indispensable for the successful realization of the curriculum in schools of this type, the necessity to ensure the continuation of primary school instruction, the problem of forms of school work and examples of classroom techniques. Much attention is given to organizational aspects of practical activities on the farm.

415. WIECZOREK, TADEUSZ: **Baza materialno-dydaktyczna szkół przysposobienia rolniczego.** (The Infrastructure of Preparatory Schools for Agriculture). *Zeszyty Naukowe SGGW* 1972, *Oświata Rolnicza* No. 1, pp. 23–24.

The article reports on research in which the influence of school infrastructure upon its prestige in the local environment was investigated. An analysis of school documents was carried out, special consideration being given to a) premises, b) equipment, c) qualifications of the teaching staff and d) the role of the school in the local environment. On the basis of the data obtained the author states that the vivid development of schools of this type did not favor their anchorage in the local environment, as the schools hardly ever obtained proper equipment and sufficiently qualified teachers. On the other hand, the lack of anchorage in the environment made educational authorities of various levels decline from increasing the budget for these schools, which again contributed to the lowering of school prestige.

See also: 330, 338, 443.

VI. 5. HIGHER

416. DOBROŁOWICZ, WITOLD: **O wykładzie semiprogramowanym.** (The Semiprogrammed Lecture). *Dydaktyka Szkoły Wyższej* 1972, No. 3, pp. 99–116.

The article is devoted to the new form of instruction at higher schools, i.e. to the semiprogrammed lecture. The author draws a comparison as between the traditional and the new-type lecture on a number of examples showing the advantages of the latter. Much attention is given to the most characteristic features of the semiprogrammed lecture, i.e. to a) strict structuralization of the teaching content, b) inclusion of tests, c) availability of feed-back information and d) possibility to adjust the content and its difficulty to the capabilities of the listeners. In the second part of the article the author lists steps in the procedure of constructing a semiprogrammed lecture. They are: a qualitative and a quantitative analysis of the content, its logical ordering, preparing control exercises and constructing corrective and supplementary materials.

417. FERCZ, JOLANTA: **Środowisko społeczno-kulturalne studentów.** (The Social and Cultural Environment of Students). *Dydaktyka Szkoły Wyższej* 1972, No. 2, pp. 25–61. Rez. Sum.

The article reports on research which has been carried out on a sample of 200 students at the Warsaw Technical University. Investigations aimed at stating the conditions for work and leisure of students at the second and at the fifth year of studies. The discussion pertains to three main aspects of the problem: a) students at the higher school, b) students at the students' hostel and c) the leisure time. Differences have been sought as between students at the second and at the fifth year and as between students from various faculties of the Technical University. Research revealed positive changes in the students' attitudes and ways of organizing work and leisure time, although some distinct discrepancies have been noted according to the time budget at various faculties.

418. GROSSMAN, ANDRZEJ and KOTYSZ-MARCZAK, STANISŁAWA: **Ponowna próba zastosowania maszyn dydaktycznych**

przy egzaminach wstępnych w Politechnice Śląskiej. (A Repeated Attempt at Carrying Out Entrance Examinations by Means of Electronic Teaching Machines in the Silesian Technological University). *Dydaktyka Szkoły Wyższej* 1972, No. 2, pp. 111–115.

The article presents scores obtained by a sample of 44 candidates for the Silesian Technological University on the traditional and on the electronic trainer tests. Analysis revealed that all the students who scored high on the machine text then successfully passed all the examinations in the course of the freshman year. Thus, the authors prove the usefulness of electronic machines of the Gamma type for entrance examinations for technological studies. The authors' considerations are illustrated by 6 tables of data presenting a comparison as between the traditional and the machine examination on the one hand and as between the machine examination and educational achievement at the freshman year on the other.

419. JASKOT, KAZIMIERZ: **Aktywność społeczna młodzieży w początkowym okresie studiów.** (The Social Activeness of Freshman Year Students). *Kwartalnik Pedagogiczny* 1972, No. 4, pp. 95–109.

The author discusses the role of youth organizations in the educational system of advanced teachers' colleges. The problem is considered against the background of the youth movement, special emphasis being given to attitudes and needs of students, their system of values, former social experience and organizational careers. Considerations are based on research which covered 250 freshman year students from the Advanced Teachers' College in Szczecin. Conclusions drawn from research are then presented pertaining to a) changes in the choice of organization connected with passing to a school of a higher level, b) experience in exercising leaderlike functions, c) activeness of students from teachers' colleges, d) motivation for their active participation in the youth organizations and e) personality characteristics correlated with the social activeness.

420. JERSCHINA, JAN: **Osobowość społeczna studentów Uniwersytetu Jagiellońskiego chłopskiego pochodzenia na podstawie badań socjologicznych z lat 1966–67.** (Research on Students Coming from Peasant Families. The Jagiellonian University 1966–67). Zakład Narodowy im. Ossolińskich, Kraków 1972, 184 pp. tab.

The publication reports on research carried out in Cracow on a sample of all students enrolled in the Jagiellonian University in the year 1966/67 who were of peasant origin (557 subjects). On the basis of ample data pertaining to their way to the higher school, attitudes toward the future profession, choice of a permanent residence after graduation, ideals and preferences the author presents a picture of a vast social group of rural adolescents taking the educational opportunity offered by the state and adapting themselves to new, urban conditions.

421. KOWALCZYK, EDWARD: **Pojęcia cybernetyczne w problemach kształcenia.** (Cybernetic Notions in Educational Problems). *Dydaktyka Szkoły Wyższej* 1972, No. 3, pp. 29–36. Rez. Sum. Rés.

Assuming that, at the present stage, education cannot be examined on the basis of general didactic ideas, an analysis of cybernetic notions and methods for didactic situation modelling is performed in the article. The complexity of educational systems on a country scale and that of separate educational levels, as well as the structure of transmitted knowledge, psychological compositions in the teacher-pupil relation, the structure of the what is called "didactic space" and the pupil's psychological structure are examined. As the problems and processes of education are considered to be complex the possibility of understanding them and of arranged action is seen in the application of cybernetic methods for an analysis of educational phenomena.

422. KRUSZYŃSKA, WIESŁAWA and KAWKA, ZDZISŁAWA: **Funkcjonowanie systemu preferencji.** (The Functioning of the Preference System). *Dydaktyka Szkoły Wyższej* 1972, No. 3, pp. 127–146.

The article presents research on freshman year students who were enrolled at the University of Łódź in the academic years 1968/69 and 1969/70 according to the assumptions of the preference system which consisted in awarding preference points to candidates of peasant or workers' origin. The authors discuss the educational attainment of this group of students in order to state the average efficacy of the system. Data for the analysis have been drawn from the university archives and pertain both to the entrance examination and to the educational attainment in the course of studies. Conclusions are presented as far as the following aspects are concerned: a) social origin and the educational attainment at the entrance examination, b) geographical origin and the educational attainment at the entrance examination, c) the functioning of the preference points system in the higher school and d) social origin and the educational attainment in the course of studies.

423. LUBOWICZ, ALEKSANDER and MATYJASIAK, MIRON Z.: **Próba badania motywacji u kandydatów na studia.** (Research on Motivation in Candidates for Studies). *Życie Szkoły Wyższej* 1972, No. 10, pp. 77–86.

The authors report on research which has been initiated at the Higher School for Physical Education in Gdańsk in the year 1972–73. Three types of motivation have been investigated: a) motivation for sport activity, b) motivation for the teacher's profession and c) motivation for social work. The article presents all the research techniques and evaluation methods. In the final part the authors discuss average scores on questionnaires and scales. It is pointed out that the highest level of motivation was noted in the case of sport activities, while motivation for the teacher's profession proved to be the highest among candidates of workers' and peasant origin.

424. MALEWSKA, EUGENIA: **Niektóre prognostyki powodzeń dydaktycznych na I roku studiów.** (Some Indicators of the Future Success at the Freshman Year). *Życie Szkoły Wyższej* 1972, No. 11, pp. 82–86.

The author discusses the prognostic value of entrance examinations at the higher school as well as of certificates of graduation from the secondary school on the basis of a comparison drawn between the two indicators and the educational attainment at the freshman year. An analysis pertains to the average attainment at the examinations of the first and the second term compared to the average attainment at final examinations in the secondary school and entrance examinations at the higher school. Marks given in science and humanities by secondary school teachers and by the university staff were also compared. Moreover, thinking efficiency according to Raven's test was compared with the average attainment of the student at the freshman year. In the light of research the following factors bear the highest prognostic value: a) the scope of the students' knowledge in humanities, b) IQ and c) the score at the entrance examinations.

425. NAJDUCHOWSKA, HALINA and POMIAN, GRAŻYNA: **Kształcenie i wychowanie studentów przez pracę.** (Education of Higher School Students Through Work). *Dydaktyka Szkoły Wyższej* 1972, No. 2, pp. 93–109.

The article has been prepared by research workers from the Inter-University Department for Research on Higher Education. The authors state that the higher school should not only provide knowledge sufficient for exercising a profession but also should impart attitudes of the socio-political and ethical nature. In this connection they analyze two forms of activity that have been included into the curricula: professional practices and workers' practices. Much attention is also given to social work in youth organizations as well as to part-time jobs taken up by students. A detailed discussion follows of advantages and shortcomings of all the above-mentioned forms of attitude-formation.

426. PANKIEWICZ, STANISŁAWA: **Wybrane sposoby łączenia nauczania programowanego z nauczaniem konwencjonalnym matematyki w szkole technicznej.** (Selected Ways of Linking the Programmed Instruction with Traditional Teaching in the Field of Mathematics at the Technical University). Politechnika Śląs-

ka, Gliwice 1971, 88 pp. tab. bibl. Zeszyty Naukowe P. Śl. No. 324.

The publication presents empirical research on the value of linking the programmed instruction of mathematics with traditional teaching methods at the Technical University. Investigations were carried out on a sample of students at the fifth year of the Silesial Technical University. The experimental design used was the Latin cross. The researcher utilized programmed texts worked out by the block programming technique under the guidance of Professor C. Kupisiewicz. An analysis of results is presented in both qualitative and quantitative aspects. On the basis of the data the author states that: a) the new method ensures active participation for each student, b) it does not permit the formation of gaps in the students knowledge, c) it requires less time to achieve educational objectives, d) it permits varied, attractive presentation of the teaching content, e) it favors a manysided discussion of the teaching content.

427. POŻDZIOCH, STEFAN: **Kształtowanie się decyzji wyboru przyszłego miejsca pracy.** (Decision-Making Connected with the Choice of the Employing Institution). *Życie Szkoły Wyższej* 1972, No. 10, pp. 87–94.

The author discusses the results of a survey carried out on a sample of 60 students at the Jagiellonian University who graduated from secondary schools in small towns. The following data have been considered: the social origin, the size of the family, the amount of education in parents, living conditions, the location of the small town and the available facilities. It was found that the choice of the employing institution involves the following aspects: a) financial status, b) social characteristics of town in which the institution is located. The significance of each of these factors is discussed in detail.

428. SŁOMKIEWICZ, STEFAN: **Algorytmizacja czynności a cybernetyczne modele nauczania.** (Algorithmization of Activities and Cybernetic Teaching Models). *Dydaktyka Szkoły Wyższej* 1972, No. 3, pp. 55–77. Rez. Sum. Rés.

The following subjects are discussed in the article: 1) the theory of psychological action and the cybernetic teaching models, 2) algorithmic and non-algorithmic actions, 3) algorithmic rules for teacher's use, 4) algorithmic rules for pupils, 5) algorithmic actions as a basis for creating cybernetic models of teaching and learning.
The author concludes that the algorithmic rules or algorithms may stand as a basis for cybernetic models of solving the problems of a certain type by teachers and pupils. Definiteness and reliability — the features which are characteristic of the very algorithmic rules, constitute the value of cybernetic models which are based upon algorithmic rules.

429. SMOLIK, SYLWESTER: **Uwagi o sposobach oceny postępów w nauczaniu matematyki.** (Ways to Evaluate Educational Achievement in Mathematics). *Dydaktyka Szkoły Wyższej* 1972, No. 2, pp. 117–128.

The author reports on research which has been initiated in the Higher School for Agriculture in the year 1968. Investigations aimed at stating the reliability of a new system for the evaluation of educational achievement in mathematics. The traditional system was based on qualitative marks given to students (four-point-evaluation). The experimental system provided extended point-evaluation (ten-point-scales and points additionaly allotted for attitude toward the subject, participation at classes, etc.). The author points to some distinct weaknesses of the experimental system, especially for students at the freshman year. Consideration is also given to advantages and disadvantages of the new system according to the kind of the teaching content and to personality dispositions of the students.

430. SUCHODOLSKI, BOGDAN: **Perspektywy szkolnictwa wyższego.** (Prospects for the Higher Schooling). *Nowa Szkoła* 1972, No. 10, pp. 1–7.

The author discusses the future model of higher education in the light of social needs, requirements of the scientific and technological revolution and of demands for perma-

nent education for all the citizens. Emphasis is given to the necessity of linking education to work, promoting secondary education as a basis for higher studies and raising professional qualifications of employees.

431. SZARRAS, HENRYK: **Absolwenci warszawskich szkół wyższych z 1969 r. podejmujący pracę naukową.** (Graduates of the Warsaw Higher Schools of 1969 Taking Up Research Work). *Dydaktyka Szkoły Wyższej* 1972, No. 3, pp. 147–154.

The article presents an analysis prepared at the Inter-University Department for Research on Higher Education concerning the social structure and vocational situation of Warsaw graduates who have taken up research work. Data which pertain to a sample of 911 subjects have been sought at higher schools and at the Employment Committee. The following aspects have been analyzed: a) the direction of studies, b) the employing institution and the subject's post, c) social origin, d) geographical origin, e) type of the secondary school and f) evaluation of M.A. or M.S. theses.

432. SZUREK, JAN: **Rola szkół wyższych w realizacji „Programu działania Ministerstwa Oświaty i Wychowania na lata 1972–75".** (The Role of Higher Schools in the Realization of "The Plan of Activities of the Ministry of Education for the Years 1972–75"). *Życie Szkoły Wyższej* 1972, No. 10, pp. 110–113.

"The Plan of Activities of the Ministry of Education for the Years 1972–75" presents eight main directions of activities: 1) leveling the quality of instruction in schools of a similar type, 2) planning and implementation of preliminary activities for the establishment of a new educational system, 3) implementary directions listed in the Teachers' Charter, 4) working out assumptions for the integrated education in the socio-emotional area, 5) modernizing the system of management in education, 6) working out methods of ideological education, 7) increasing the number of research and improving the basis for research work, 8) working out modernized economic foundations of education. In connection with "The Plan" the author discusses directions refering to the higher schooling, and

stresses the necessity to provide training of the same quality at universities, modernize their educational system and improve the quality of teacher training.

433. WOŁOSZYN, STEFAN: **O społecznych funkcjach uniwersytetu.** (Social Functions of the University). *Dydaktyka Szkoły Wyższej* 1972, No. 3, pp. 79–98. Rez. Sum. Rés.

The author discusses the structure of the university with the view to its basis functions as a research center and a school preparing for the what are called academic professions. Antinomies are pointed out in connection with the establishment of numerous research centers having no teaching obligations. Special emphasis is given to the following problems: a) harmony between research and teaching obligations, b) differences between the type of research to be undertaken at the university in comparison with independent research centers, c) similarities and differences between the university and higher schools of other types, d) necessity to preserve the high quality of instruction in spite of the increasing number of students, e) necessity to preserve the right proportions between basic disciplines and auxiliary ones, f) modification of organizational forms of instructions, g) the problem of new, more efficient methods of training future university research staff and h) permanent education for graduates.

434. NOWACKI, TADEUSZ: **Postulaty badawcze pedagogiki cybernetycznej.** (Research Postulates of the Cybernetic Education). *Dydaktyka Szkoły Wyższej* 1972, No. 3, pp. 3–27, Rez. Sum. Rés.

The author discusses educational problems and research on attitude formation from the point of view of the cybernetic educational sciences. All the investigated phenomena are here considered to be a set of processes subjected to control.

The scope of the cybernetic pedagogy is stated to cover three main fields: programming, control and evaluation. In the discussion on the problem the author deals with the following aspects: preparation (objectives, sources, conditions, equipment, general programming), the process it-

self, evaluation of its effects and management at various levels.

See also: 339, 370.

VI. 6. ADULT

435. BEREŹNICKI, FRANCISZEK: **Kształcenie dorosłych w szkołach podstawowych i ogólnokształcących w województwie szczecińskim 1945–1965.** (Adult Education in Primary and General Secondary Schools in the Region of Szczecin During the Years 1945–65). Wydawnictwo Naukowe Uniwersytetu im. Adama Mickiewicza, Poznań 1972, 115 pp. bibl. Sum.

Against the background of economic and social problems of the region of Szczecin the author presents an analysis of general education for adults. In the successive chapters the following problems have been discussed: 1) development of adult education as a consequence of the lack of qualified personnel, 2) elimination of illiteracy, 3) development of local educational authorities, 4) forms of instruction at the primary level, 5) functions of the general secondary education. The publicaton is based on archival material, interviews with representatives of Szczecin educational authorities, school documentation and writings on the subject. An annex is included presenting reports on the liquidation of illiteracy.

436. CZAJKA, STANISŁAW: **Młodzież pracująca i jej problemy.** (Working Adolescents and Their Problems). PWN, Warszawa 1972, 222 pp. bibl.

The publication is devoted to problems of working adolescents. Against the economic, psychological and sociological background the status of the working youth is analyzed, their attitude toward the profession and toward education, as well as aspirations, ideals, values and the organization of leisure time. Ways of providing aid to working adolescents are then discussed, special emphasis being given to the role of the employing institutions and youth organizations.

437. MARCZYK, WOJCIECH: **Postawy robotników wobec nauki w okresie industrializacji.** (Workers' Attitudes Toward Education in the Period of Industrialization). *Kwartalnik Pedagogiczny* 1972, No. 3, pp. 23–31.

The article is devoted to the role of education and educational aspirations in the life of the society. Special attention is given to conditions favoring the realization of educational aspirations in workers' families. Three groups of factors are here distinguished: a) objective conditions as accessibility of schools, education prestige, financial stimuli, etc., b) individually objective conditions as the place of residence, family situation, age, intellectual level, etc. and c) subjective conditions, i.e. attitudes toward education and professional activity. The author presents results of his research which has been carried out on a sample of 450 workers from the industrialized region of Płock. Two sets of data have been compared: those valid for the year 1961 and for 1970. The comparison revealed a considerable change in the attitudes of workers toward education, positive attitudes being found mostly in younger workers and those with relatively bigger amount of education. Workers' preference of some organizational forms and methods of providing education was also shown.

438. MATULKA, ZOFIA: **Teatr telewizyjny w kształceniu dorosłych.** (The TV-Theater in Adult Education). *Przegląd Pedagogiczny* 1972, No. 3, pp. 66–77.

The author deals with the possibilites to utilize the TV-theater at lessons of the Polish language in evening schools for working adults. Considerations are based on investigations carried out by the Section for Adult Education at the Institute for Education on a sample of adults from extramural and evening schools. Research embraced 263 subjects and aimed at stating correlations as between the overall intellectual level, emotional and social development on the one hand and the level of receiving literary values on the other. Since the correlation proved to be relatively high, ways to improve the reception by means of special classes utilizing theater performances have been sought. Educational techniques investigated are discussed at length.

439. ŻYTKO, MIROSŁAW: **Uniwersytet powszechny.** (The Popular University). PZWS, Warszawa 1972, 255 pp. bibl.

The publication deals with a set of problems connected with popular universities. The author discusses the origin of the popular university in Europe and its formation in Poland. Special attention is given to the Polish popular universities in the interwar and postwar periods. The author discusses the types of universities according to their organizational forms, teaching staff, participants and curricula. Functions of the popular university and its place in the overall educational system of the country are also analyzed. Considerations are based on an analysis of ample data pertaining to 900 popular universities which have been active for no less than three years.

VI. 7. SPECIAL

440. DOROSZEWSKA, JANINA and FALSKI, MARIAN, and WROCZYŃSKI, RYSZARD (ed): **Maria Grzegorzewska.** Materiały z sesji naukowej 7.XI.1969. (Maria Grzegorzewska. Materials from the Session of November 7, 1969). Nasza Księgarnia, Warszawa 1972, 184 pp., tabl. 8, illustr. bibl.

The Session held November 7, 1969 was devoted to the life and activities of Professor Maria Grzegorzewska, a famous Polish psychologist and educator. The present publication contains all the reports delivered during the session, i.e. 1) J. Doroszewska, "The Life of M. Grzegorzewska", 2) R. Wroczyński "M. Grzegorzewska as an Educator", 3) M. Żebrowska "M. Grzegorzewska as a Psychologist", 4) S. Dziedzic "M. Grzegorzewska as a Founder of Special Education in Poland", 5) O. Lipkowski "The Role and Activities of the Institute for Special Pedagogy Led by M. Grzegorzewska", 6) F. Domański "The Teacher Training Institute Led by M. Grzegorzewska in the Years 1930–35", 7) J. Doroszewska "M. Grzegorzewska's Activities as a Professor of the Warsaw University", 8) K. Kirejczyk, "Social Activity of M. Grzegorzewska", 9) S. Papuziński "An Analysis of Educational Views of M. Grzegorzewska" and 10) Z. Małynicz "M. Grzegorzewska's Attitude Toward Beauty in Nautre, Man and Art". The

bibliography of M. Grzegorzewska's writings is included as well as the bibliography of writings about her educational and psychological activity, both prepared by B. Krauze.

441. DANCEWICZ-HABER, ANNA: **Środowisko szpitalne a zachowanie się dziecka odchylonego od normy.** (The Hospital and Children Deviated from the Norm). *Człowiek w Pracy i w Osiedlu* 1972, No. 2, pp. 41–57.

The article presents an analysis of behavior of children with some disturbancies of the nervous system. Investigation embraced 180 children aged 8 to 14 hospitalized in Cracow during the years 1968–1970. The main objective was to find the relationships between somatic disturbancies on the one hand and IQ, emotional development and socialization, on the other. The influence of the stay in the hospital upon the child was also investigated. The author presents the correlation as between the type of disturbancies and social maladjustment and in the light of these data discusses the impact of the hospital upon the child.

442. GAŁKOWSKI, TADEUSZ: **Dzieci specjalnej troski.** Psychologiczne podstawy rehabilitacji dzieci opóźnionych umysłowo. (Psychological Foundations for Revalidation of Mentally Retarded Children). „Wiedza Powszechna", Warszawa 1972, 324 pp., tab, bibl.

The publication presents a set of problems connected with mental backwardness in children. In the first chapters of his book the author discusses modern theories of intelligence, deviations from the norm and some psychological aspects of emotional disturbancies accompanying mental deficiencies. Much attention is also given to differences in learning processes of normal and mentally deficient children. Considerations are illustrated by a vast number of empirical data drawn from the author's work in the Psychiatric Advisory Center and the Children Neuropsychiatry Hospital. Successive chapters are devoted to possibilities of revalidating deficient children. Activities to be carried out by educators and parents are discussed, special stress being laid on the aid of research centers in

planning the forms of educational work with children. An annex is included which presents the legal acts pertaining to the employment of the mentally deficient as well as to their training in schools and courses of various levels. Examples of observation cards are also provided.

443. GÓRECKI, BRONISŁAW: **Wartości kształcenia zawodowego upośledzonych umysłowo.** (The Value of Vocational Training for the Mentally Deficient). PZWS, Warszawa 1972, 166 pp. bibl.

The author discusses the value of vocational training for the mentally deficient on the basis of research carried out among special primary school graduates from the city of Łódź. Investigations embraced 228 subjects divided into three groups: with full professional training, prepared for exercising a profession, and without any vocational training. Research aimed at stating the influence of vocational training on social and emotional life of the mentally deficient people aged 20–33. Special attention was given to the adjustment of the subjects to the requirements of social life. Data have been collected in special primary schools, special vocational schools and employing institutions by means of interviews, observation, analysis of documents and environmental scales. The author presents a detailed analysis of research results on the basis of which recommendations are advanced concerning improvements in vocational training of mentally deficient adolescents, i.e. in curricula, teaching plans and organizational forms of instruction. The necessity to improve legal acts concerning the mentally deficient people employed at full-time jobs is also discussed.

VII. EDUCATIONAL STATISTICS

444. ŻEGZDRYŃ RYSZARD: **Droga ucznia do szkoły** (The Pupil's Way to School). Główny Urząd Statystyczny, Warszawa 1972, 78 pp. tab.

The publication describes research carried out during the years 1965/66 and 1970/71. Investigations pertained to the

distance between home and school. Data have been collected on a sample of pupils in postprimary schools with the aim to state the access to schools of postprimary level, find out shortcomings in school distribution, assess demands for boarding houses in particular regions of the country and provide reliable information concerning the school transport. Statistical reports of the following types of schools were utilized: general secondary schools, preparatory vocational schools, preparatory agricultural schools, non-full vocational secondary schools and art schools at the secondary level. All the data obtained have been processed according to criteria listed in the first chapter of the publication. The state in the year 1965/66 and 1970/71 has been compared.

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PUBLISHING HOUSES AND INSTITUTIONS

GUS (Główny Urząd Statystyczny) — Main Statistical Office

"Iskry" (Państwowe Wydawnictwo "Iskry") — "Iskry" State Publishing House

Instytut Wydawniczy CRZZ (Centralnej Rady Związków Zawodowych) — Trade Unions Publishing House

"Książka i Wiedza" (Spółdzielnia Wydawnicza "Książka i Wiedza") — "Książka i Wiedza" Publishing Cooperative

LSW (Ludowa Spółdzielnia Wydawnicza) — People's Publishing Cooperation

"Nasza Księgarnia" (Instytut Wydawniczy "Nasza Księgarnia") — "Nasza Księgarnia" Publishing House

PWE (Państwowe Wydawnictwo Ekonomiczne) — State Economic Publishers

PWN (Państwowe Wydawnictwo Naukowe) — Polish Scientific Publishers

PWSZ (Państwowe Wydawnictwa Szkolnictwa Zawodowego) — State Publishers of Vocational Schools Publications

PZWS (Państwowe Zakłady Wydawnictw Szkolnych) — State Publishers of School Publications

Politechnika Śląska — Silesian Technical University

"Wiedza Powszechna" (Państwowe Wydawnictwo Popularnonaukowe "Wiedza Powszechna") — "Wiedza Powszechna" State Publishing House

Wydawnictwo Uniwersytetu im. A. Mickiewicza — A. Mickiewicz University Press

Wydawnictwo Uniwersytetu Śląskiego — Silesian University Press

Zakład Narodowy im. Ossolińskich ("Ossolineum") — "Ossolineum" Publishing House

Związek Nauczycielstwa Polskiego — The Polish Teachers' Association